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manuscript, inside and outside, while very interesting, is more suited for a local antiquarian magazine. The pages of his introduction which state the worth of local history and the necessity for the publication of local records are commonplace. Doubtless they may serve to spur on the city fathers of Liverpool to further munificence in helping such work, but they are too obvious in their point and ought not to have appeared. Again many of the notes are unnecessary. For example it is over-editing to tell us that Pendleton does not deserve the praise for handwriting and orderly record-keeping which was bestowed on a Nottingham town clerk at the close of the fifteenth century (p. cxii, note 1); or that a modern Spanish ship and a recently torpedoed Bilboa ship bear the name *Nuestra Señora de Begoña*, just because a ship called the *Sancta Maria debigonía* appears in the text (p. 302). Other and many such examples might be given, but these serve to show that the art of historical editing is not easily learned.

The introduction might also have been a better and finer piece of work. It is full of commonplaces—references to the war, to the Entente Cordiale, and such like. The space might well have been given to some generalizations on the light thrown upon the history of the town and country during the period. Mr. Twemlow rightly disclaims any intention of writing a history of Liverpool as yet; but such a summary would not nullify that disclaimer and would have been invaluable to students. The subject-index, excellent as it is, cannot take the place of such a section in the introduction. As Mr. Twemlow hopes to edit other Liverpool manuscripts, we hope that this criticism will be received in the spirit of suggestive kindness in which it is given.

W. P. M. KENNEDY.

Education and Social Movements, 1700-1850. By A. E. DOBBS, formerly Fellow of King's College, Cambridge. (London and New York: Longmans, Green, and Company. 1919. Pp. xiv, 258. \$3.50.)

"THE chapters in this volume were intended to form part of a history of English education in modern times, with special reference to movements of democratic origin or tendency" (preface). There are seven chapters, with the following titles: The Social Environment on the Eve of the Industrial Revolution; Schools and Literature; the Era of Revolutions; the First Half of the Nineteenth Century; the Mechanics' Institutes and Higher Education; Libraries and Literature; "Education by Collision"; and the Social Outlook.

The general thesis of the author is as follows: Progress in English education has depended more largely on the structure of society and the changes brought about by economic and social movements, often but little related to education, than to the influence of its advocates, leaders, or theorists. Types of schools are agencies called into existence by social

and economic changes. Their purpose is to supply a higher degree of mental equipment to meet the needs of a more complete existence resulting from such changes. In like manner social changes cause the demand for new forms of instruction and for new subject-matter in the curriculum. Religious and political divisions, varieties of social outlook and experience, in the same or different geographical areas, are the clue to important phases of educational controversy.

Two illustrations of the work of the author may be given, in order to show his point of view and method. He discusses the relation of the religious revivals of the eighteenth century to intellectual advance, and finds that one of the first fruits of such revivals was the growth of the notion that every child should learn to read the Bible—a definite advance toward the idea of national education. During the Methodist revival a great wave of enthusiasm produced the Sunday-school movement of the eighties. This was the most widely organized medium up to this time for the instruction of young and old. In many cases secular as well as religious instruction was given in these schools. Again, he finds that this was one of the important influences which stimulated interest in state elementary schools.

The industrial revolution is discussed in detail, particularly in its aspect as a challenge to the old traditional classification of society into well-defined groups, duly subordinated to one another. The result of this view was the attempt to confine popular education within narrow bounds, on the ground that universal instruction of the people would incapacitate them for necessary labor and diffuse an atmosphere of social unrest. But the industrial revolution engendered the idea that the working-man had as much right to educational training and opportunity as other classes. Thus there was an intellectual side to the industrial revolution which produced a social unrest and resulted in efforts of the working classes to establish educational agencies for their own instruction and needs.

This book is an attempt to explain educational movements and progress from a different standpoint than that taken by the authors of the conventional histories of education. In the latter case, emphasis is placed on the theories of educational reformers, with a meagre statement of the facts of educational history. There is little or no recognition of environment or of those social and economic factors which for the most part make reformers and reforms possible. In the present volume the author has made a real contribution to the subject of the development of education in England. His book however has much material which does not have a close relation to educational movements. There is no bibliography, unfortunately, though this is partially compensated for by fairly complete citations in the foot-notes.

MARCUS W. JERNEGAN.